

Introduction to Adequate Yearly Progress (AYP)

**Michigan Department of Education
Office of Educational Assessment and Accountability**

**Paul Bielawski
2008 Conference**



NCLB Accountability

- Requires a Single State Accountability System.
- Goal – 100% Proficiency at the end of 12 Years.
- States set a starting point at or above a federal minimum and set objectives for improvement.

Adequate Yearly Progress

- **Participation - 95% tested**
 - MEAP, MME, or MI-Access
- **Achievement - Proficiency**
 - Meet state objective or “safe harbor” target for improvement
 - Participation and Proficiency
 - Must meet in both Math and English Language Arts
 - Must meet for whole school and subgroups
- **Additional Academic Indicator**
 - Graduation Rate – 80% - high schools
 - Attendance – 85% - elementary and middle schools

Student Groups for AYP

- Racial/Ethnic Groups
 - Black or African American
 - American Indian or Alaska Native
 - Asian, Hawaiian Native, or Pacific Islander
 - Hispanic or Latino
 - White
 - Multi-racial
- Limited English Proficient
- Students With Disabilities (Special Education)
- Economically Disadvantaged (Free & Reduced Lunch)

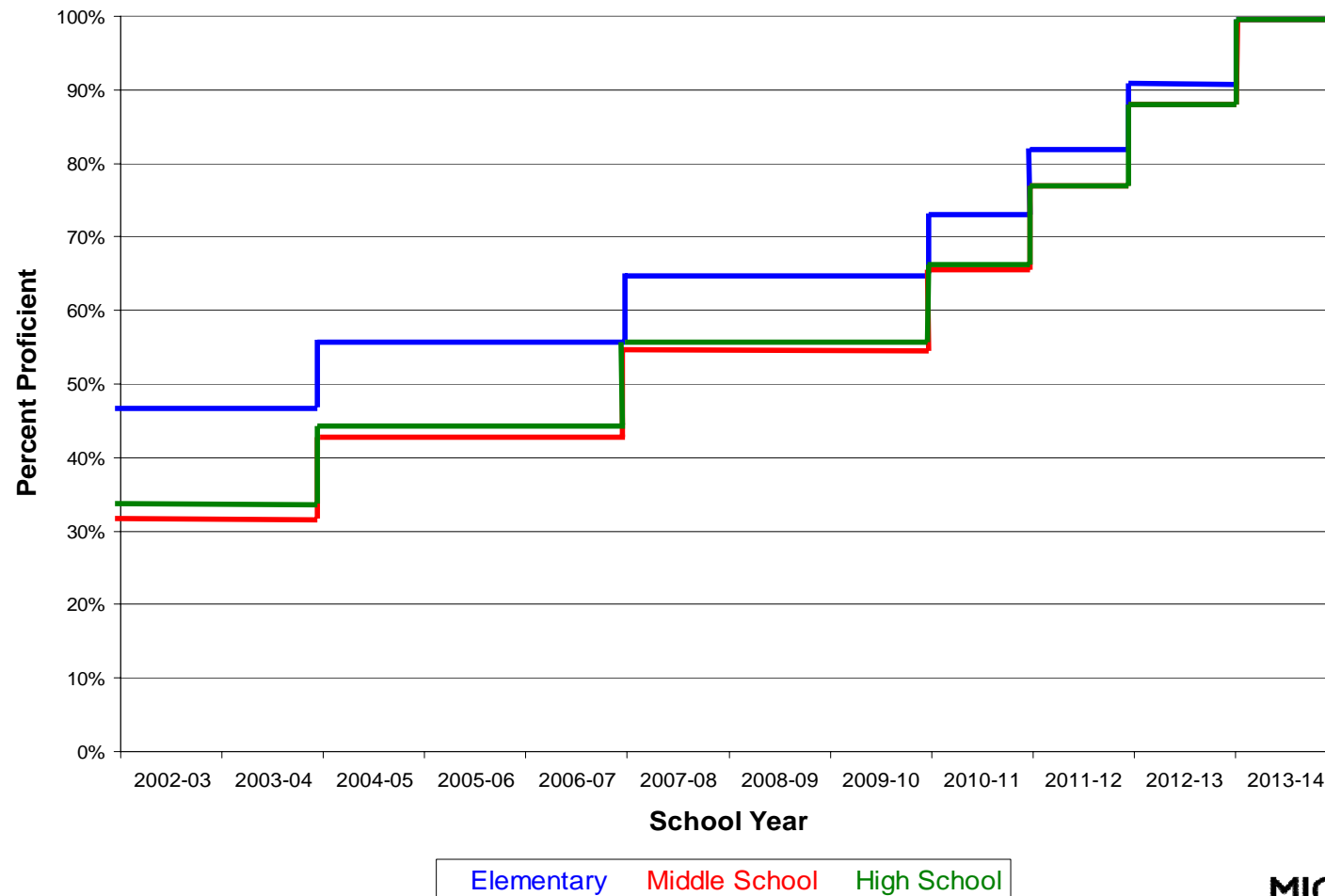
AYP Assumptions

- Same Target for ALL student Groups
- ALL means ALL
- All students “count upward” from the school to the district to the state level
- Graduation Rates are part of AYP to keep schools from “forcing out” low achieving students

Michigan AYP Targets

	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
Elementary							
Mathematics	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
Middle School							
Mathematics	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
High School							
Mathematics	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%

Math AYP Goals Over 12 Years



50 “cells” for AYP

		Achievement		Participation		Additional Indicator - Attendance or Graduation
		ELA	Math	ELA	Math	
Whole School						
Racial/Ethnic Groups	Black or African American					
	American Indian or Alaska Native					
	Asian American Native Hawaiian or Other Pacific Islander					
	Hispanic or Latino					
	Caucasian or White					
	Multiracial					
Limited English Proficient						
Students With Disabilities						
Economically Disadvantaged						

AYP Participation

- Aggregate percent tested across all grades tested at the school

Total Number Tested (grades 3+4+5)

Total Number Enrolled (grades 3+4+5)

AYP Participation

- Allowable Adjustments to Enrollment:
 - Students that move or leave school between the count date and the assessment window
 - Students that have a medical condition or diagnosis that precludes assessment

Tested Roster

- Call the MEAP Office at 877-560-8378 if you see:
 - Students that tested and are not shown as "test taken" - these may be missing tests
 - Students are marked as "home schooled" when they should not be
 - Students are marked with "prohibited behavior" when they should not be
 - Students are marked with "nonstandard accommodations" when they should not be
 - Students tested at a grade level other than reported in SRSD
 - Students taking MI-Access that are not special education in SRSD
 - Students taking MEAP or MME and MI-Access in the same subject

Full Academic Year

- Students enrolled in the school for the **three** most recent semi-annual official count days
- Prior Enrollment lookup is used
- Less than full academic year excluded for achievement (proficiency), not for participation

Feeder Codes

- Because the Elementary and Middle School assessment window is in the fall, feeder codes are used to attribute scores to the school where the student was enrolled in 2007-08
- SRSD was used to look-up enrollment in 2007-08 for the student

Feeder Codes

- Feeder codes are used for **PROFICIENCY**
 - Participation is based on the school where the student tested in fall 2007
 - All full academic year students should have feeder codes
- Feeder codes used for school AYP, not for district AYP

AYP Targets

- MDE has set separate statewide AYP targets for each grade
- A Proficiency Index is used to combine the grade level proficiency data and grade level targets to make an AYP decision across the grades

Grade Level AYP Targets

Grade	AYP Targets	
	ELA	Math
3	60%	67%
4	59%	65%
5	57%	62%
6	56%	60%
7	54%	57%
8	53%	54%
11	61%	55%

Proficiency Index

- The difference between the percent proficient and the grade level target is computed for each grade level
- The difference is weighted by the number tested at each grade
- The weighted differences are summed across grades
- The school meets the state objective if the Proficiency Index is 0 or more

Index ELA

Grade	Target	Number Tested	Number Proficient	Percent Proficient	Difference From Target	Grade Level Weight	Proficiency Index
3	60%	30	25	83.3%	23.3	0.09	2.10
4	59%	40	30	75.0%	16.0	0.11	1.76
5	57%	100	60	60.0%	3.0	0.29	0.87
6	56%	10	3	30.0%	-26.0	0.03	-0.78
7	54%	30	25	83.3%	29.3	0.09	2.64
8	53%	40	30	75.0%	22.0	0.11	2.42
11	61%	100	60	60.0%	-1.0	0.29	-0.29
Total		350	233	66.6%			8.72

Group Size

- **ALL** schools are given an AYP status
- Group Size applies to subgroups –
NOT to all students

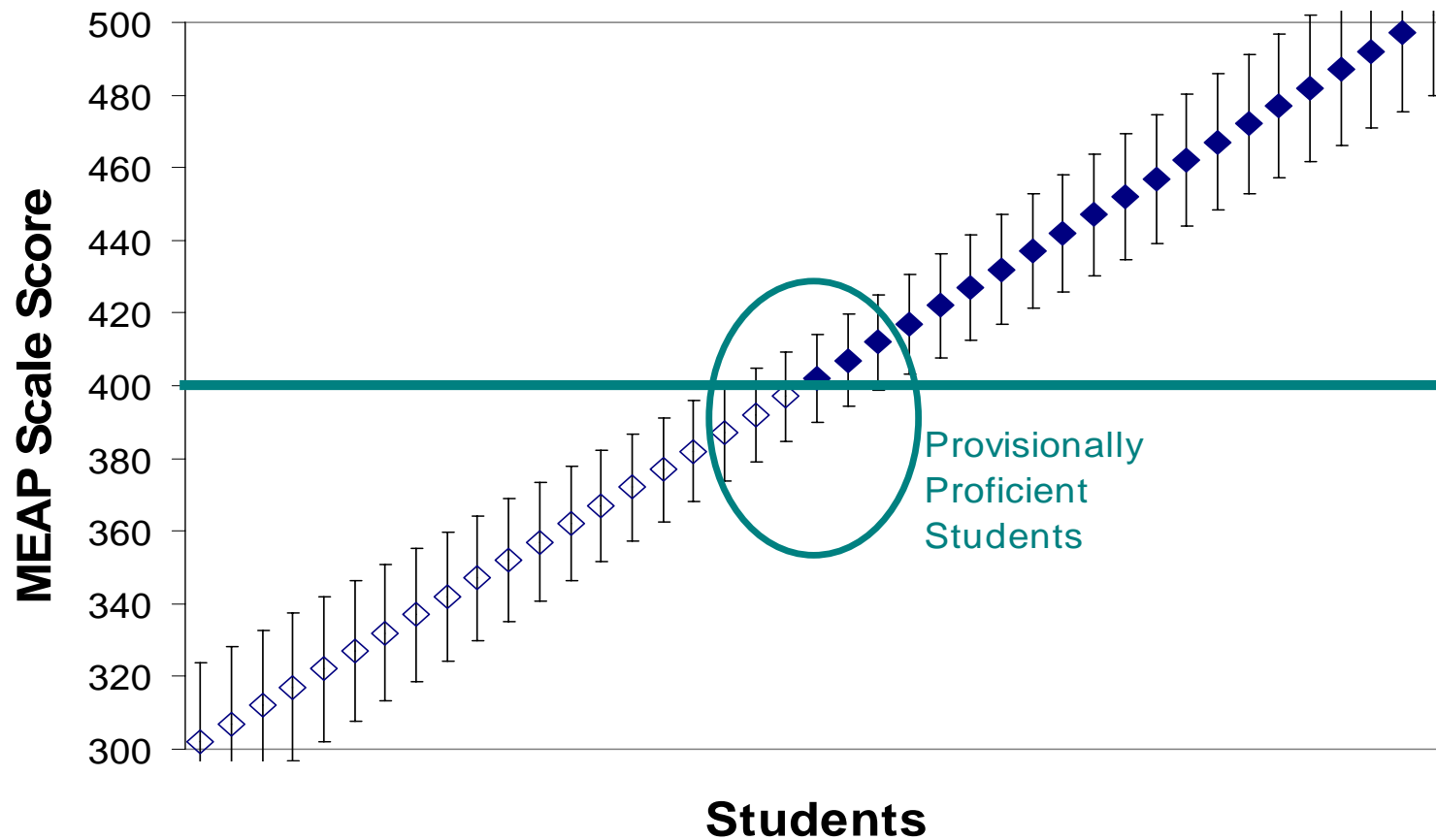
Group Size

- Michigan's proposal to amend the minimum group size was denied by the US Department of Education
- Minimum Group Size – Across Grades Tested is 30
- If total enrollment is more than 3,000
 - 1% Percent of Total Enrollment
 - District AYP
 - Maximum subgroup size is 200

AYP Reliability - Margin of Error

- Measurement Error - APPROVED
 - Would the student score the same if tested again?
 - Standard Error of Measurement
- Sampling Error – NOT APPROVED
 - Does the sample of students tested reflect the whole school?
 - Standard Error of Proportion with Finite Sampling Error Correction

Provisional 2006-07



Progress/Growth

- Frustration with the assessment data used for AYP
 - classifies a student at a single point in time (status)
- Teachers often work students and make improvements in achievement
- Status models alone do not allow student improvement, which may be attributable to teacher intervention, to be tracked
- Growth Model gives credit in the AYP decision for growth from year-to-year by demonstrating that improvement in the student's achievement is on a trajectory such that the student is expected to attain proficiency within the next three years.

MEAP Progress Value Table

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	N	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	N	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	N	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	N	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	N	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	N	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	N	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	N	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	N	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	N	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	N	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	N
		SD = Significant Decline			N = No Change			I = Improvement					
		D = Decline						SI = Significant Improvement					

MI-Access FI Progress Value Table

Grade X MI-Access FI Achievement		Grade X + 1 MI-Access FI Achievement							
		Emerging			Attained		Surpassed		
		Low	Mid	High	Low	High	Low	Mid	High
Emerging	Low	N	I	I	SI	SI	SI	SI	SI
	Mid	D	N	I	I	SI	SI	SI	SI
	High	D	D	N	I	SI	SI	SI	SI
Attained	Low	SD	D	D	N	I	SI	SI	SI
	High	SD	SD	D	D	N	I	I	SI
Surpassed	Low	SD	SD	SD	D	D	N	I	I
	Mid	SD	SD	SD	SD	D	D	N	I
	High	SD	SD	SD	SD	SD	D	D	N

SD = Significant Decline

D = Decline

N = No Change

I = Improvement

SI = Significant Improvement

Growth Model for AYP

- Growth models give schools credit for student improvement over time by tracking individual student achievement year to year.
- The U.S. Department of Education convened a group of experts and policymakers to examine and compare various models to determine how growth models could meet the goals of NCLB.
- A pilot program gives the Department the ability to rigorously evaluate growth models and their alignment with NCLB, and to share results with other states.

AYP Growth Requirements

- Ensure that all students are proficient by 2014 and set annual goals to ensure that the achievement gap is closing for all groups of students;
- Set expectations for annual achievement based upon meeting grade-level proficiency, not based on student background or school characteristics;
- Hold schools accountable for student achievement in reading/language arts and mathematics;
- Ensure that all students in tested grades are included in the assessment and accountability system, hold schools and districts accountable for the performance of each student subgroup, and include all schools and districts;
- Include assessments in each of grades three through eight and high school in both reading/language arts and mathematics, must have been operational for more than one year, and must receive approval through the NCLB peer review process for the 2005-06 school year. The assessment system must also produce comparable results from grade to grade and year to year.
- Track student progress as part of the State data system; and
- Include student participation rates and student achievement on a separate academic indicator in the state accountability system.

States Approved for Growth Pilot

- Alaska
- Arkansas
- Delaware
- Florida
- Iowa
- Missouri
- Michigan
- North Carolina
- Ohio
 - Pending state acceptance
- Tennessee

“On Trajectory” Toward Proficiency

Fall 2006 Achievement ELA		Fall 2007 Achievement ELA					
		Not Proficient			Partially Proficient		
		Low	Mid	High	Low	Mid	High
Not Proficient	Low			412	232	180	113
	Mid				521	272	150
	High					2,738	1,817
Partially Proficient	Low					4,636	3,996
	Mid						6,635
	High						
Proficient	Low						
	Mid						
	High						
Advanced	Low						
	Mid						
	High						

“On Trajectory” Toward Proficiency

Fall 2006 Achievement Math		Fall 2007 Achievement Math					
		Not Proficient			Partially Proficient		
		Low	Mid	High	Low	Mid	High
Not Proficient	Low			59	32	26	10
	Mid				448	217	116
	High					5,275	3,001
Partially Proficient	Low					6,258	4,772
	Mid						6,990
	High						
Proficient	Low						
	Mid						
	High						
Advanced	Low						
	Mid						
	High						

“On Trajectory” Toward Proficiency

Fall 2006 ELA Achievement		Fall 2007 ELA Achievement		
		Emerging		
		Low	Mid	High
Emerging	Low		53	43
	Mid			176
	High			
Attained	Low			
	High			
Surpassed	Low			
	Mid			
	High			

“On Trajectory” Toward Proficiency

Fall 2006 Math Achievement		Fall 2007 Achievement Math		
		Emerging		
		Low	Mid	High
Emerging	Low		38	55
	Mid			131
	High			
Attained	Low			
	High			
Surpassed	Low			
	Mid			
	High			

Growth Model Message

- Focus on “improvement”
 - Don’t work only with “bubble” students
 - Getting from 4-L to 3-L is enough improvement to be “on trajectory”
- The growth models provides modest adjustments

Safe Harbor

- An additional way to meet the AYP achievement target
- Achievement must improve from year to year
- Provisionally proficient students counted in both the prior year and the current year

Safe Harbor

		2006-07		2007-08	
Percent Proficient		41.3%		44.6%	
Percent NOT Proficient		58.7%		55.4%	
10% of Prior Year		5.9%			
Safe Harbor Target		52.8%			
Safe Harbor Met				FALSE	

English Language Learners

- USED Flexibility for ELL who are “in their first year in U.S. public schools”
- States may administer an English language proficiency assessment in place of ELA for these recently arrived students
- For this fall’s MEAP, this applies to ELL entering a U.S. public school for the first time during the 2006-07 school year

English Language Learners

- ELL take the English Language Proficiency Assessment (ELPA) in Spring
- Administer ELPA Initial Screening if new this school year
- Enter date of entry to U.S. as enrollment date on demographics page

English Language Learners

- ELPA participation (or Initial Screener) counts toward 95% AYP participation rate in ELA
- Only exempt from one administration of ELA portion of MEAP
- Student must take Mathematics portion
- Scores on both assessments do not count for AYP proficiency due to LTFAY status

Student Attendance

- Student attendance is taken from the End-of-Year SRSD submission of the prior school year
- Attendance is computed by summing the scheduled and actual days of attendance and then dividing the sum of the actual by the sum of scheduled

NCLB Graduation Rate

- NCLB requires that AYP include a graduation rate based on the percentage of students that
 - Receive a REGULAR high school diploma
 - In the STANDARD number of years
- AYP (including a graduation rate) is required for ALL schools

Michigan Graduation Rates

- Michigan is using a “cohort method” of reporting Graduation Rates
- The “cohort method” follows students across their high school careers
- The “cohort method” will include graduation rates for each student group that can be reliably measured – 30 or more students expected to graduate

Graduation Rates for 2007-08 AYP

- The Graduation/Dropout Review and Comment Application from CEPI provides the graduation rates used for AYP for the class of 2008
- The application will open in late winter or early spring of 2009

Fifth Year Students

- Districts will be able to designate certain students not expected to graduate in four years
 - Students with disabilities
 - English language learners
 - Medically Condition or Diagnosis

AYP and Graduation Rate

- The AYP target graduation rate will remain at 80%
- Improvement in the graduation rate will substitute for meeting the target using “safe harbor”

AYP and Students with Disabilities

- Federal Rules – 2003
 - 1% cap
- Federal Flexibility – 2005
 - 2% proposed
- Additional Federal Rules - 2007
 - 2% - Modified Achievement Standards

MI-Access

- All students taking current MI-Access assessments are counted as tested
- Cap of 1% on MI-Access proficient scores
- Cap is district-wide
 - Some schools might exceed the cap

New Federal Rules

- 2% cap applies to “Modified Achievement Standards”
 - reflect reduced breadth or depth of grade-level content
 - Starts in 2009-10
- States are NOT allowed to approve exceptions to the 2% cap

Flexibility Option 1

- The target is reduced by 15% points in cases where the ONLY reason that a school does not make AYP is the proficiency of students with disabilities
- Cannot count provisionally proficient students when using Option 1
- Used in 2008-09; not in 2009-10

Contact Information

Paul Bielawski

Office of Educational Assessment and Accountability

Michigan Department of Education

PO Box 30008

Lansing, MI 48909

(517) 335-5784

bielawskip@michigan.gov